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ABSTRACT

This introductory French course is intended for students who wish to experiment with a second language before beginning their formal study of French. No writing is required in this audiolingual course. It is expected that the student will develop speaking skills sufficient to allow spontaneous, direct contact with a native speaker. Specific performance objectives are prescribed for these topics: sounds of French, greetings, salutations, self-identification, farewells, identification of people and things, numbers, days, months, dates, clothing, colors, adjectives, time and weather, house and family, sports and recreation, culture, and attitudes. Suggested teaching methods, sample evaluation, and resource materials are included. (RL)

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Say It in French

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Dade County Public Schools
Miami, Florida
1971

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2

TABLE OF CONTENTS

COURSE DESCRIPTION 1

BROAD GOALS 1

COURSE CONTENT 2

PERFORMANCE OBJECTIVES PER TOPIC 2

Sounds of French 2

Greetings, Salutations, Self-Identification and Farewells . . 3

Identification of People and Things 4

Numbers, Days, Months, Dates 6

Clothing, Colors, and other Adjectives 8

Time and Weather 9

House and Family 10

Sports and Recreation 11

Culture 12

Attitude 12

SUGGESTED PROCEDURES 14

SAMPLE EVALUATION 15

REFERENCES 19

COURSE DESCRIPTION

This is an introductory conversational course in French. It is planned to meet the needs of students who would like to experiment a little with learning a foreign language. It may attract students who are uncertain about linguistic competence and who wish to evaluate it before finding themselves in a more formal classroom situation. It may also appeal to students who simply want the experience of learning some French without pursuing it further. It is, therefore, intended to be purely an audio-lingual course with no writing involved. Some basic structural items will be taught but only via the spoken word.

BROAD GOALS

To develop in the student an understanding of the French language when spoken at normal tempo.

To develop in the student the skill of speaking sufficiently, with a limited vocabulary, so that he can make spontaneous direct contact with a native speaker.

To develop in the student an interest in the language and a desire to continue its pursuit.

COURSE CONTENT

with

PERFORMANCE OBJECTIVES PER TOPIC

The topics and suggestions for their expansion are intended to be guidelines for the teacher. Classes vary so much in aptitude and motivation that the teacher will, of course, adjust to make the course fit the particular students involved. The vocabulary may be expanded or deleted and more time may be devoted to cultural materials or to the development of the sound system. This may depend, to a great extent, on whether the course is being offered to students at the junior high school or at the senior high school level. Specific performance objectives are given for each topic except the first one dealing with the sound system in French. This is not intended to be developed thoroughly at this point, or perhaps not at all, but rather to be used for some introductory comments to make the students aware of differences and to prepare them for intelligent listening. Other than that, the sound system will be taught in conjunction with other topics.

A. Sounds of French especially as contrasted with those of English

1. French vowels are never dipthongized as are English.

Contrastive examples such as:

French	English
lit	lee
tout	too
foule	fool
chez	shay
clé	clay
belle	bell

2. Most French consonant sounds are tenser and more precise.

French	English
pile	peel
toute	toot
pipe	peep
pic	peak
tel	tell
bague	bag

3. Lack of stress in French results in an even staccato rhythm.

indépendant	independent
mélodie	melody
international	international
réfrigérateur	refrigerator

B. Greetings, salutations, self-identification, and farewells

1. Performance objectives. (Unless specifically stated, all performance objectives will be considered to be for a minimum of 70% proficiency.)

With acceptable pronunciation and intonation the student will:

a. Correctly greet persons of both sexes, married or single

b. Correctly use and respond to the question:

Comment allez-vous? The teacher will decide at this point whether or not to get involved in this course with the distinctions between tu and vous.

c. Correctly use and respond to the questions:

Comment vous appelez-vous?

Comment s'appelle-t-il? (elle)

d. Correctly use and respond to the basic farewells listed in the vocabulary items.

2. Lexical and structural items

a. French names for students, if desired

b. Alphabet

c. Greetings

bonjour	Monsieur
salut	Madame
	Mademoiselle

d. Identification

Comment vous appelez-vous?

and/or

Comment t'appeles-tu?	Je m'appelle_____.
Comment s'appelle-t-il? (elle)	Il s'appelle

e. Salutations

Comment allez-vous?	Très bien, merci.
	Et vous-même?

f. Farewells

Au revoir.	A bientôt.
A demain.	A tout a l'heure.

C. Identification of people and things

1. Performance objectives

a. Given a list of twenty nouns orally, the student will respond correctly with C'est un _____ or C'est une_____.

b. Having twenty objects or pictures of objects presented to him, the student will correctly identify fifteen with the above pattern.

c. Given specific directions, the student will both use and answer the questions: Qui est-ce? Qu'est-ce que c'est? and Ou est _____?

d. Given ten commands the student will correctly respond to seven.

e. Given orally ten sentences of identification, the student will mark T or F on his paper to indicate the truth of the statement.

f. Given twenty sentences containing both masculine and feminine nouns, the student will respond correctly to at least fifteen by changing the indefinite article to the definite article.

g. Given twenty objects, the student will identify a minimum of fifteen by correctly using the pattern C'est le livre de Jean.

h. Hearing twice a short narrative following by questions and three choices for an answer, the student will mark a - b - c on his paper as the correct answer.

2. Lexical and structural items

a. Questions and answers

Qui est-ce?	C'est_____ or C'est un/une _____.
Qu'est-ce que- c'est?	C'est un/une_____.
Ou est_____?	Voilà _____.

b. Commands

Montrez-moi	Montrez-lui
Dites-moi	Dites-lui
Demandez-moi	Demandez-lui

c. Nouns

un garcon, une fille, un monsieur, une dame, un ami, une amie, un élève, une élève, un livre, un crayon, un stylo, une table, un cahier, un bureau, une chaise, un tableau, une porte, une fenêtre, une carte, un drapeau, une corbeille, une affiche, une image, une photo, un mur, une classe, une personne, un objet, une salle de classe.

d. Pronouns

moi, vous, lui, elle, il

e. Verbs

est

f. Prepositions

sur, sous, dans, devant, derrière

D. Numbers, days of the week, months, dates

1. Performance objectives

a. Dictated a series of twenty numbers chosen at random from 0-50, the students will correctly write the corresponding numerals for fifteen.

b. Given a list of twenty numerals from 0-50, the student will correctly pronounce the French word for fifteen.

c. Given a series of oral cues involving, Quelle est la date aujourd'hui? Quelle est la date de _____? Quel jour est-ce aujourd'hui? Quel jour est _____?, the student will respond with 70% accuracy.

d. Given orally ten simple arithmetic problems, the student will write and complete correctly at least seven.

e. The student will respond correctly seven out of ten times to the verbal cue, Combien font_____?

2. Lexical and structural items.

a. Quel jour est-ce aujourd'hui?

C'est aujourd'hui_____

Quelle est la date? (la date de_____?)

Quel jour est votre anniversaire?
l'anniversaire de _____?

Quel est votre numéro de telephone?

Combien de _____ est-ce qu'il y a?

Il y a _____?

Combien font deux plus deux?
quatre moins deux?
deux multiplié par deux?
quatre divisé par deux?

b. Nouns

une semaine, un jour, un mois, une année, un anniversaire, un numéro, la date.

c. Adjectives

Cardinal numbers from 0-50, ordinal numbers from first through twelfth, dernier, mon, votre, quel, tous (tous les jours).

d. Adverbs

aujourd'hui, demain, combien, plus, moins

e. Prepositions

avant, après, par

f. Verbs

font, (il y) a, multiplié, divisé

E. Clothing, colors, and other adjectives

1. Performance objectives

a. Given ten questions using the pattern, Comment est ___? either for persons or things, the student will respond correctly with the pattern Il (elle) est _____.

b. The student will identify correctly seven out of ten articles of clothing in response to the question, Qu'est-ce que c'est? and will answer correctly the question, De quelle couleur est_____?

c. The student will respond correctly to an oral cue using any form of the verb être in either the affirmative or negative form.

d. Given ten statements, the student will formulate a question using est-ce que for any form of the verb être.

2. Lexical and structural items

a. De quelle couleur est _____? Il (elle) est _____.

b. Nouns

une robe, un blouson, un pantalon, une chemise, un mouchoir, un veston, un imperméable, un tricot, un pullover, un cardigan, une jupe, une jaquette, une blouse, un manteau, un chapeau, un chemisier, une ceinture, une chaussure

c. Adjectives

petit(e), grand(e), moyen(ne), brun(e), blond(e), roux (rousse), châtain(e), bon(ne), beau(belle), joli(e), bleu(e), blanc(he), noir(e), rouge, beige, jaune, vert(e), gris(e), marron, chic, rose, assis

d. Adverbs

très, assez, debout

e. Verbs

être--complete present tense

F. Time and weather

1. Performance objectives

a. Shown a clock with hands in any position, the student will correctly answer the question Quelle heure est-il?

b. Given ten questions based upon his day's activities and using the question, A quelle heure est _____?, the student will respond correctly to at least seven.

c. Student will correctly respond to the question, Quel temps fait-il?

2. Lexical and structural items

a. Quelle heure est-il? Il est _____.

You may wish to teach time on the 24-hour system.

A quelle heure est_____?

Quel temps fait-il? Il fait beau.

mauvais

chaud

froid

frais

du vent

du soleil

Il pleut.

Il neige.

b. Nouns

le petit déjeuner, le déjeuner, le dîner, le matin, l'après-midi, le soir, le français, l'anglais, les mathématiques, l'histoire, la science, la biologie, la chimie, la physique, le dessin, la musique, la gymnastique or l'éducation physique, midi, minuit, le quart, l'hiver, l'été, l'automne, le printemps

G. House and family

1. Performance objectives

a. Given ten questions beginning with, Comment est _____, the student will correctly describe members of his family and/or his house.

b. Student will use and respond correctly to the question, Combien de personnes est-ce qu'il y a dans la famille?

c. Given any numeral from 0-100, the student will correctly pronounce the corresponding French word.

d. Given any number from 0-100, the student will write the corresponding numberal.

e. Student will supply the correct answer to the question, Quel âge avez-vous? (a-t-il, elle) (ont-ils, elles)

f. Student will respond correctly to an oral cue using any form of the ver avoir in either the affirmative or the negative form.

g. Given ten statements, the student will formulate the correct question using est-ce que with any form of the verb avoir.

2. Lexical and structural items

a. Quel âge avez-vous? J'ai_____ans.

Quel âge a-t-il? (elle) Il a _____ans.

Quelle est votre adresse?

Combien de frères avez-vous? J'ai_____freres.

Je n'ai pas de frere.

b. Nouns

la famille, la père, la mère, la soeur, le frère, le cousin, la cousine, le grand-père, la grand-mère, l'oncle, la tante, les parents, le fils, la fille, la maison, l'immeuble, un appartement, une rue, une avenue, un boulevard, la pièce, la salle à manger, la chambre, la salle de bains, la cuisine, la salle de séjour, les meubles

c. Verbs

avoir, complete present tense

d. Adjectives

mon, ma, mes, son, sa, ses, votre, vos

H. Sports and recreation

1. Performance objectives

a. Student will respond correctly in either the affirmative or negative form to an oral cue using any form of the verbs faire and aller.

b. Student will formulate a question using est-ce que for any form of the verbs faire and aller.

c. In answer to a question of the type Faites-vous du sport? the student will respond correctly and make the correct association with the proper location and season of the year.

d. Student will respond correctly to the questions:

Où allez-vous? Faites-vous un voyage?

e. Given ten statements of the following type, the student will change the sentence from Je fais du ski to Je vais faire du ski.

2. Lexical and structural items

a. Expressions with faire

faire du sport, du camping, du ski, du ski nautique, de la natation, de la pêche sous-marine, de la voile, des sports d'hiver, du football, du tennis, du basketball, de l'auto-stop, un voyage, une promenade

b. Nouns

en voiture, à bicyclette, à pied, en bateau, en avion, en autocar, en ville, à la campagne, à la montagne, à la plage, à la mer, au bord de la mer, au cinema, à l'école, à l'église, à la maison, au stade, dans le parc, au restaurant, à la cantine

I. Culture

Given a list of historical personnages and/or events in early America, the student will identify them.

J. Attitude

The student will:

1. Show awareness of various reasons for studying a foreign language.

a. Given discussion groups, he will participate.

b. Offered several projects, he will participate.

(1) Make a written report

(2) Prepare a work of art

(3) Give oral report

2. Express a positive attitude toward foreign languages. Given an attitudinal questionnaire, the second and ninth weeks, he will indicate an improved attitude.
3. Register for further courses of French study.

SUGGESTED PROCEDURES

Since this is a short course in conversational French, the general procedures are, of course, the same as for any other audio-lingual course. If the teacher should be completely unfamiliar with the usual techniques, it is advisable to refer to the teacher's manual of the A-LM series or a comparable manual. There are some differences, however, in that this course is not concerned with teaching reading and writing skills, and it is not designed with situation dialogs as a point of departure. This should allow the student to learn to communicate as rapidly as possible in French under conditions in which structure is kept to a minimum and is strictly controlled. The teacher should notice, for instance, that except for the use of some forms of the verb s'appeler, there are only four verbs whose entire present tense is to be learned. These verbs are être, avoir, faire, and aller--all highly irregular verbs to be sure, but they are nevertheless essential, and for several weeks only être is used. Other than the verb forms, the only difficult grammatical concept taught is the basic one of gender so the teacher should not find that the class becomes bogged down in trying to answer the eternal question of "why?" A few explanatory remarks at the beginning of the course may also help to avoid this.

If time and student talents permit, the Teacher Edition, Premier niveau of jeunes voix, jeunes visages, and/or the preliminary lessons of Vous et moi would provide for greater expansion of this basic outline. Of the former, lessons 1-4, 8, 9, 10, 12, 13 appear to be very appropriate. Of course, the board work and the reading and writing exercises would be reduced to a minimum. The organization of Vous et moi, providing brief introductory units, seems ideal for this particular course of study.

SAMPLE EVALUATION

As no textbooks for students are involved in this course, all evaluative procedures must, of necessity, be strictly oral. They may include both listening and speaking skills, and it is hoped that the teacher will somehow find the time to test each student on each topic. The tests need not be long and should evaluate the achievement according to the behavioral objectives. Here are some examples of how this may be done.

A. Listening skills

1. On numbers - Performance Objective D 1 a

Teacher pronounces	Student writes
dix	10
vingt	20
quinze	15
trente-quatre	34
cinquante	50
soixante-dix	70
quatre-vingts	80

Teacher reads-	Student writes Objective D 1 d
deux plus deux font?	2 + 2 = 4
trois multiplié par trois?	3 x 3 = 9
dix moins quatre font?	10 - 4 = 6
quinze divisé par trois font?	15 ÷ 3 = 5

2. Identification of objects or persons - Objective C 1 e

The speaker on the tape reads ten sentences and asks the students to mark on a sheet of paper with a plus or minus to indicate

whether the statement is true or false.

a. La carte est sur la chaise.

b. Marie est devant le professeur.

c. Le livre est sur le bureau.

d. Le tableau est sur le mur.

e. Le drapeau est rouge, blanc, et blue.

f. Il y a deux portes dans la salle de classe.

3. The speaker on the tape will read a short paragraph followed by multiple-choice questions based on the paragraph. The students will listen and mark a, b, or c as the correct answer.

Objective C 1 h.

Marie est une jolie fille qui va à _____ High School. Elle est petite et blonde. A l'école elle a cinq classes--le français, l'anglais, les mathématiques, la gymnastique, et la biologie. Le matin elle va à l'école a sept heures et demie, et sa première classe est la classe de français. A midi elle a son déjeuner à l'école, et à quatre heures elle va à la maison. Sa maison est grande parce qu'il y a huit personnes dans la famille.

a. Comment est Marie?

(1) grande (2) petite (3) moyenne

b. Quelle est sa première classe à l'école?

(1) les mathématiques (2) l'anglais (3) le francais

c. A quelle heure est-ce qu'elle va à l'école?

(1) à sept heures et demie

(2) à quatre heures

(3) à midi

d. Où est-ce qu'elle a son dejeuner?

(1) à l'école

(2) a la maison

(3) en classe

e. Est-ce que la famille est grande?

(1) La famille est petite.

(2) Elle a deux freres.

(3) Il y a huit personnes dans la famille.

B. Speaking skills - All objectives eliciting oral answers.

These will have to be tested individually as time allows. Ideally each student will be tested on each behavioral objective for each topic. This is, of course,time-consuming, and it is very probable that it can't be done. If the teacher keeps an evaluative check sheet so that it will be readily available, time can be saved by doing a little every day and keeping a cumulative score. For some kind of final evaluation, some type of personal interview would be excellent. There are infinite possible variations of this, and the teacher could make the questions more or less difficult according to the level of achievement of the individual student.

Example:

Bonjour, mademoiselle. Comment allez-vous aujourd'hui?

Comment vous appelez-vous?

Allez-vous à l'école? Où?

Combien de classes avez-vous?

Avez-vous une classe d'anglais?

Est-ce qu'il y a un drapeau dans la salle de classe? Où est-il?

Est-ce qu'il y a des jeunes filles dans la classe? Combien?

Est-ce qu'il y a une jeune fille blonde? Montrez-moi une jeune fille blonde.

Comment est votre famille?

Avez-vous un frère? Comment s'appelle-t-il? Quel âge a-t-il?

Quel âge avez-vous?

Quelle est votre adresse?

C. Knowledge of culture

Tell what you know about the following:

Ribault

Quebec

Jacques Cartier

Ft. Caroline

D. Attitude

1. The teacher will offer during the first week many possible extra projects and encourage individual participation.
2. The teacher will provide at various times an opportunity for discussion. Free participation will be encouraged and noted.
3. The teacher will create an original attitudinal questionnaire or secure a commercially prepared form and make record of the student responses.

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Motion Pictures

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French Explorations in the New World. Coronet. 11 min. B&W.

French for Beginners. Teaching Films. 10 min. B&W.

French Influences in North America. Coronet. 10 min. B&W.